**Practical Teaching Experience**

**Lesson Planning Document**

This document is to be completed and submitted in the Digital Drop box **before** you are scheduled to teach your lesson.

|  |
| --- |
| Name of Preservice Teacher Candidate  **Scott Baker** |
| Lesson Content Area (i.e. math, language, science)  **U.S. History** |
| Grade Level  **Grades 9-12** |
| Title of Lesson  **“Origins and Outcomes of WWI”** |
| Core Learning Goal(s) (<http://mdk12.org/instruction/curriculum/index.html> )  **Students will have a better understanding of the origins of World War I, the countries involved, and the effects the war had on the geography of post-war Europe.** |
| List the applicable Maryland Voluntary State Curriculum/ Content Standards and Performance Indicators/ Specific Objectives (<http://mdk12.org/instruction/curriculum/index.html> ) for your lesson - you may copy and paste this to this section  **-Describe the factors leading to World War I, including militarism, the formation of alliances, nationalism, imperialism, and the assassination of Archduke Franz Ferdinand.**  **-Analyze the events leading to United States entry into World War I.**  **-Analyze the significance of Woodrow Wilson’s foreign policy decisions, including the Fourteen Points.**  **-Describe the effects of the Treaty of Versailles, its provisions for reparations, the “war guilt” clause, the League of Nations, and changes in national boundaries after World War I.** |
| List the applicable Maryland Technology Literacy Standards for Students (<http://mdk12.org/instruction/curriculum/technology_literacy/vsc_technology_literacy_standards.pdf> )that will be included in your lesson - find one or two that may apply to what you’re doing/teaching  **-Use technology tools identified by the teacher to communicate with various audiences**  **-Select relevant information from appropriate technology resources** |
| Teacher Preparation/ Equipment & Materials (what equipment/software will you use in your lesson?)  **Promethean Smart Board**  **Computer**  **Active Inspire** |
| List at least two (2) technology skills students will need to know to successfully complete this lesson.  **Navigating internet website** |
| Technology Integration (Specific description of how you will use hardware, software and/or online resources in the lesson.)  **Use the projector to show a PowerPoint presentation**  **Use the smart board and active inspire to draw and outline geographical boundaries on maps** |
| Instructional Procedures – describe how you plan to “teach” the lesson. Include the applicable teaching strategies that you will apply (Constructivism/Behaviorism/Project-Based learning, etc.)  **Constructivist approach-This lesson will let students use prior knowledge to test their basic understanding of the topic and discuss cause and effect relationships of events in WWI from the lecture.** |
| Discussion Prompts (questions) for Critical and Creative Thinking (keep in mind some of the principles of the UDL). You may do this at the beginning of the lesson, within the lesson or at the end. Try to list the discussion prompts/questions on a slide or on the whiteboard for students to consider  **Beginning-Does anyone know which countries were involved in WWI?**  **End- By looking at the maps, how has the geography of Europe changed?** |
| Plans for Differentiation- What activities will address the needs of auditory, visual, and kinesthetic learners? Refer to the **UDL Solutions** document (attached in the assignment folder) to incorporate varied strategies for learners.  **Multiple media formats such as Venn diagrams, maps, text, and vocal instruction.** |
| Summary and Lesson Closure – describe how you plan to end the lesson and prepare students for further learning. (example: discuss what comes next in the unit or the “next step” in learning; suggest activities or websites where students can obtain further information or practice skills)  **-The results of WWI have a direct impact on how WWII came about. The Treaty of Versailles and the 14 point plan greatly weakens Germany.** |
| Formative Assessment [how will you conduct a quick assessment to determine who needs review or if this lesson needs to be taught again in a different method. This need not be a test or quiz – it can be a worksheet or other activity or an opportunity for students to reflect on their learning (this could be oral, written, art, etc.)  **Multiple choice quiz/worksheet containing 10 questions based on the material** |
| Extension of learning: are there activities students can do (homework, online sites with games/tests) to practice their skills?  [**http://www.pbs.org/greatwar/index.html**](http://www.pbs.org/greatwar/index.html) **This website provides interactive maps, timelines, and other tools useful in reviewing World War 1.** |

**Definition of Terms**

*Differentiating Instruction:* To differentiate instruction is to recognize students varying background knowledge, readiness, language, preferences in learning, interests, and to react responsively. <http://www.cast.org/publications/ncac/ncac_diffinstruc.html>

*Formative Assessment*: Measurements which allow one to determine the degree to which students know or are able to do a given learning task, and which identifies the part of the task that the student does not know or is unable to do. Outcomes suggest future steps for teaching and learning.

[www.journeytoexcellence.org/practice/assessment/glossary.phtml](http://www.google.com/url?sa=X&start=0&oi=define&q=http://www.journeytoexcellence.org/practice/assessment/glossary.phtml)

*Maryland Voluntary State Curriculum*: The Voluntary State Curriculum defines what students should know and be able to do at each grade level Pre-K through 8 in four content areas: Mathematics, Reading/English Language Arts, Science, and Social Studies. It also defines what students should know and be able to do in 10th grade Reading. <http://mdk12.org/mspp/vsc/index.html>